

GOOD PRACTICE IN WORK EXPERIENCE: EMPLOYER GUIDE

The following is intended to be an overview of good practice that we hope all employers who recruit our students/graduates will aim to work towards. We do not expect that every work experience opportunity that is advertised to our students/ graduates will meet each criterion; instead, it is designed to act as a tool to help employers make opportunities as attractive as possible to potential candidates and to raise the standard of opportunities advertised to students/graduates.

Benefits to employers of good practice

- Employers that recruit from a diversified intake ensure they are accessing the best talent from a wider pool of interns and help remove barriers to accessing good quality internships.
- By making internships accessible, you contribute towards ensuring a strong talent pipeline for the future and improving social mobility.
- By offering genuinely high-quality experiences in line with the intern's skill level, employers benefit their organisation and the intern's future career prospects.

1. Remuneration and benefits

- All opportunities must be advertised in line with our [Terms of Service](#). The salary should be stated at the outset (either as a set figure or a range that is not too broad), avoiding terms such as 'competitive' or 'only available at application or interview stage'.
- If the opportunity is aligned to an academic module, short-term and unpaid, the benefits of the role to the student should be included in the job description.
- Be clear as to whether there are future employment opportunities available in your organisation from the beginning of the internship.
- Essential work equipment must be provided, and work-related expenses such as travel for volunteering roles must be paid for or reimbursed by your organisation.
- Additional benefits are indicated, such as a bonus scheme, healthcare or employee assistance programme.

2. Role and responsibilities

- Clearly explain the different stages of the recruitment process as well as outline expectations within the job description so that the student/graduate has a good understanding of what they will be doing.
- The role is at the appropriate level for a student/graduate but provides a range of tasks and challenges.
- The role may be aligned to a specific relevant degree programme, but is inclusive of other degrees where applicants may have the relevant skills/experience needed.
- There is a clear definition and difference between essential and desirable skills criteria.

3. Development and learning

- Opportunities for development and learning are clearly stated.
- The role gives the intern the opportunity to engage in relevant training and, where possible, to engage in professional networking.

4. Management, mentoring and feedback

- There is a structured induction/onboarding to welcome new starters to the organisation that goes beyond the basic requirements and supports the new student/graduates' transition into the organisation, allowing for flexibility in the structure so that students are clear on the expectations required of them.
- A mentor is provided for the new starter, or there is a buddy system (e.g. placement student mentored by a graduate) in place.
- The organisation provides a trained manager for the intern who can supervise them closely, particularly to begin with and who will communicate with them regularly.
- The organisation agrees to provide support for those working in remote/hybrid opportunities.
- A reference is either provided to the student/graduate at the end of the experience, or the student/graduate is provided with details on how a future employer could obtain a reference from the organisation.

5. Equality, diversity and inclusion

- The job advert explicitly encourages applicants from under-represented groups and widening participation backgrounds.
- The organisation has thought about accessibility and inclusion in their recruitment process, demonstrating best practice to ensure equality and diversity.
- The employer is committed to Equality, Diversity and Inclusion (EDI). This could be through accreditation with an organisation such as Disability Confident or Ambitious About Autism, or by having won awards for EDI.
- The role is open to flexible working arrangements, such as flexitime or homeworking.